

## THE INTERPLAY BETWEEN ENVIRONMENTAL STRATEGY AND GREEN HUMAN RESOURCE MANAGEMENT ON ENVIRONMENTAL OUTCOMES MEDIATED BY OCBE

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### Abstract:

As esteemed higher education institutions, universities increasingly recognize their responsibility to address environmental issues and prioritize environmental conservation. This is demonstrated by the establishment of the UI GreenMetric World University Ranking by the University of Indonesia, which serves as a clear indication of the university's commitment to environmental sustainability. The objective of this study is to investigate the mutually beneficial connection between environmental strategy and green human resource management (GHRM) in terms of their impact on environmental outcomes, which is mediated by organizational citizenship behavior toward the environment (OCBE). The study will focus on 5 private universities situated in the Jakarta region. The findings demonstrated a correlation between green stewardship initiatives, which encompass both environmental strategy and green human resource management, and environmental outcomes. The direct correlation between OCBE and environmental outcomes also yields positive results. Nevertheless, the OCBE did not play a mediating role in the connection between green stewardship initiatives and environmental outcomes.

**Keywords:** Environmental Strategy, Environmental Outcomes, Green Human Resource Management, UI GreenMetric World University Ranking, Organizational Citizenship Behavior toward the Environment

## INTRODUCTION

The environment has been harmed, and economic and social costs have risen due to unsustainable consumption and production patterns. These unsustainable practices can result in even more significant harm if they are not addressed. Engaging in environmental sustainability practices can contribute to creating a more robust planet for future generations and conserving natural resources in the long run (Ziaul & Shuwei, 2023). Education has a significant impact on the cognitive processes and behaviors of individuals. Education can contribute to fostering public awareness regarding the repercussions of unsustainable actions within the community. (Menon & Suresh, 2020). There is a growing emphasis on the Education for Sustainable Development (ESD) concept, attracting increasing interest from researchers and policymakers. ESD is regarded as a viable remedy for the problems of unsustainability (Nousheen et al., 2020).

While the concept of ESD is gaining traction among scholars and professionals, its implementation remains limited, particularly in campus settings, and it still needs to be improved. The prevalence of sustainability as a characteristic among university graduates is uncommon. The development of change agents within the university setting needs to be improved. The level of commitment towards sustainability varies among academics and students. There are concerns among the campus community regarding the effectiveness of organizational efforts, the level of



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accountability, and the potential for greenwashing practices to satisfy university stakeholders while neglecting actual sustainability efforts (Melles et al., 2022).

The University of Indonesia, a leading institution in Indonesia, has developed a framework called UI GreenMetric Ranking to promote sustainability within the University at local, regional, and global levels. This framework addresses concerns about sustainability approaches and university governance to achieve the common goal of sustainable development. The UI Green Metric Ranking assesses sustainability by measuring six categories: energy and climate change, infrastructure, waste management, water usage, transportation, and education and research. (Ali & Anufriev, 2020).

**Table 1.** Six (6) Categories of UI GreenMetric University Ranking

Variable	Definition
Energy and climate change	Improvements to the quality of the university environment.
Setting and infrastructure	Green technology-based campus development
Waste	Development of a sustainable waste management system in the campus environment
Water	Sustainable use and management of water in the campus environment
Transport	Development of environmentally friendly transportation systems
Education and research	Development of educational and research strategies that emphasize environmental sustainability

Source: Ali & Anufriev (2020)

This study focuses on assessing the environmental performance of prestigious and environmentally friendly universities in the Jakarta region that have received accreditation from UI GreenMetric World University Ranking. The University was selected as the subject of investigation due to Prafitasiwi et al. (2022); universities are regarded as microcosms of society, with campuses serving as a gauge to assess the collective comprehension and consciousness of matters that transpire beyond the confines of the campus community. The University possesses distinctive attributes that necessitate formulating a research agenda to foster consciousness and environmentally conscious conduct to attain sustainable objectives. Furthermore, this study is also supported by the variables of environmental strategy (ES), green human resource management (GHRM), organizational citizenship behavior toward the environment (OCBE), and environmental outcomes (EO).

Environmental strategy is the extent to which an organization prioritizes environmental conservation activities and incorporates them into plans and actions to enhance environmental performance (Luu, 2020).

Green Human Resource Management (GHRM) is a component of human resource management that seeks to convert employees into environmentally conscious individuals. GHRM aims to align employees with the organization's sustainability objectives and encourage them to contribute substantially to protecting the environment (Haj & Anggiani, 2023).

OCBE refers to voluntary actions undertaken by employees that exceed their formal job responsibilities and positively impact the organizational environment. It is recognized as a pioneering voluntary measure that aids organizations in safeguarding environmental quality (Ojedokun, 2021).

Environmental outcomes refer to the practices implemented by organizations to meet and surpass the public's expectations regarding the natural environment. These practices go beyond what is required by current regulations. The role of environmental outcomes demonstrates the



organization's dedication to reducing the adverse effects of business operations by utilizing resources in compliance with established environmental standards (Mansoor et al., 2021).

In order to attain sustainability, universities must adopt a strategic approach to developing their green agenda. Nevertheless, more than relying solely on strategy is required for universities to achieve their sustainability objectives. The University requires lecturers who can actively contribute to preserving and enhancing sustainability practices. Therefore, a harmonious integration of environmental strategy and human resource management is imperative in universities.

As illustrated in the study by Nousheen et al. (2020), Programs targeting lecturers are specifically designed to enhance their preparedness for future sustainability opportunities, thereby emphasizing the significance of education for sustainable development. This preparation will subsequently assist educators in disseminating knowledge about sustainable development. Regrettably, a significant number of lecturers lack comprehension or expertise in the field of sustainability, and numerous educational institutions fail to provide a curriculum that aids in the development of sustainability-related knowledge for lecturers. This contrasts studies that elucidate the indispensability of environmental strategy and green human resource practice in organizations. Combining these two variables is believed to enhance the efficiency of the organization's environment.

OCBE, serving as an intermediary in this study, refers to the voluntary willingness of lecturers to engage in tasks beyond their regular job duties for the betterment of the university environment. The University's agenda for environmental preservation and human resource management practices significantly influences the level of volunteerism among lecturers in carrying out tasks beyond their job description. The dedication of lecturers who contribute to environmental performance can be observed through their efforts to assist colleagues, offer increased support, and actively participate in university activities that promote sustainable performance. (Channa et al., 2021).

The objective of this study is to provide three theoretical contributions. Firstly, it aims to establish a knowledge base on the combined effects of environmental strategy and green human resource management. This study will explore the environmental outcomes of these synergies, which previous researchers have yet to extensively investigate. The goal is to enhance our understanding of these concepts and their implications. Furthermore, the discourse surrounding environmentally focused human resource management factors in the higher education sector is currently in its early stages, and the effects of this approach are still being conceptualized. Hence, this study aims to enhance research on environmentally-friendly human resource practices in higher education institutions. This study aims to investigate the role of OCBE as a mediator between environmental strategy and green human resource management regarding environmental outcomes among lecturers at selected universities in the Jakarta area.

## METHODS

**Sample and data collection.** The data collection in this study employed questionnaires. The scope of this study encompasses the group of permanent lecturers at the five most environmentally friendly private universities in Jakarta, consisting of 1806 individuals. The UI GreenMetric World University Ranking has accredited all five universities. Three hundred twenty-seven individuals were selected as the minimum sample size for this study, which was calculated using the Slovin formula.

**Description and measurement of the variables.** This study investigates the interdependent connection between environmental strategy and green human resource management regarding environmental outcomes, which are influenced by organizational citizenship behavior for the





environment (OCBE). The synergy of environmental strategy and green human resource management (GHRM) that resulted in a new synergetic variable (green stewardship initiatives) was adapted from the study (Luu, 2023). This study was conducted through the utilization of path analysis. All variables in this study were measured using a five-point Likert scale. The answer choices span from 1 (indicating strong disagreement) to 5 (indicating strong agreement). The table below provides an illustration of the variables, including their measurements and sources.

**Table 2.** Variables, Measurements and Source

Variable	Dimension	Measurement	Source
Environmental strategy (ES)		5-point Likert	Luu (2019)
Green human resource management (GHRM)		5-point Likert	Anwar et al. (2020)
Organizational citizenship behavior toward the environment (OCBE)	Green competence (GC)	5-point Likert	Anwar et al. (2020)
	Green motivation (GM)		
	Green Employee Involvement (GEI)		
Environmental outcomes		5-point Likert	Anwar et al. (2020)

### RESULT AND DISCUSSION

Table 3 displays the demographic characteristics of 327 participants. The data provided indicates that out of the respondents, 170 lecturers fall within the age range of 30-39 years, while the remaining respondents are distributed across the age groups of 40-49 years (21%), 20-29 years (15%), and over 50 years (12%). Female lecturers constituted the majority of respondents in this study, accounting for 63%, while male lecturers comprised 37%. 79% of the participants in the survey were individuals who had obtained a doctoral degree. Only 1.5% of the lecturers in this study held structural positions, while the majority (98.5%) were lecturers without such positions. The vast majority of lecturers in this study need to gain experience actively engaging in managing university environmental performance. This includes their involvement in performance management as measured by UI GreenMetric and their participation in the University's Sustainability Office, where they are employed (88%).

**Table 3.** Respondents' Demographic Profiles

	Permanent lecturers (n = 327)	
	Frequency	%
<b>Age</b>		
20-29 years old	49	15
30-39 years old	170	52
40-49 years old	68	21



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➤ 50 years old	40	12
<b>Gender</b>		
Male	121	37
Female	206	63
<b>Educational attainment</b>		
Master's degree	70	21
Doctoral Degree	257	79
<b>Academic position</b>		
Dean	1	.3
Head of the study program	4	1.2
Lecturer	322	98.5
<b>Participation in the University's UI GreenMetric / Sustainability Office</b>		
Yes	40	12
No	287	88

Source: Data processed 2024

**Measurement models.** This study utilizes the PLS-SEM model evaluation, which consists of two stages: the assessment of the measurement model (outer model) and the structural model assessment. Measurement model evaluation is linked to confirmatory factor analysis through tests to assess convergent validity. Convergent validity is a valuable tool for evaluating the extent to which construct indicators can explain the differences in items measured using AVE or average variance extracted. According to the given table, it can be deduced that the Average Variance Extracted (AVE) for each variable meets the rule of thumb criterion for AVE, which specifies that it should exceed 0.50 (Hair et al., 2019).

Similarly, the structural model (inner model) is assessed to determine collinearity. This assessment involves analyzing the coefficient of determination (R<sup>2</sup>), effect size, cross-validated redundancies, and the size and significance of the path coefficient. This evaluation also demonstrates the suitability of the SEM-PLS model used in this study.

**Table 4.** Constructs, Measurement Items, Outer Loading, AVE

Constructs and measurement items	Outer loading	AVE
<b>Green Stewardship Initiatives (Environmental strategy + GHRM)</b>		
Environmental strategy		
The University incorporates environmental concerns into the strategic planning process.	.87	
Every university party aims to synchronize environmental objectives with the goals of the University.	.93*	.78
The University is actively engaged in the development of educational services aimed at reducing its environmental footprint.	.88	
Safeguarding the environment is a crucial component of the University's strategic plan.	.79	
<b>Green Human Resource Management (GHRM)</b>		
Green competence		
Universities employ individuals based on their level of environmental consciousness.	.86	



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The University offers environmental awareness programs or workshops to enhance workers' understanding of the environment.	.88	
The University offers training programs to enhance workers' emotional engagement in environmental preservation.	.84	
The University utilizes social media platforms to offer guidance on adopting environmentally sustainable practices.	.85	
		.70
Green motivation		
The University incorporates environmental performance indicators into its performance appraisal management system.	.81	
Noncompliant workers who fail to adhere to regulations or achieve environmental objectives may face sanctions or fines.	.81	
Workers are offered environmentally friendly benefits, such as an online meeting system, a shuttle bus, and free bicycle rental.	.86	
Universities offer financial incentives to promote environmentally sustainable practices on campus.	.87	
The University provides recognition-based incentives to encourage workers' engagement in preserving the university environment. These incentives include public recognition, trophies, prizes, or certificates.	.90*	
Green employee involvement		
The University has a distinct vision for offering guidance on campus sustainability.	.88	
I am actively promoting adopting environmentally friendly practices and fostering environmental consciousness within the university community.	.87	
I assessed various communication channels, including both formal and informal methods, to disseminate an eco-friendly culture, such as through email and posters.	.86	
I am driven to actively participate in enhancing quality and addressing environmental challenges within the University.	.81	
I have been given chances to engage in initiatives, such as community programs, that aim to raise awareness about environmental issues.	.83	
Organizational Citizenship Behavior toward the Environment (OCBE)	.86	
While working at the University, I conscientiously evaluate the potential repercussions of my actions, ensuring that any activities that may affect the environment are carefully considered. This includes switching off lights before leaving the workspace and properly disposing of recyclable waste in designated areas.	.83	.78



At the University where I am employed, I willingly engage in environmental conservation efforts and proactively develop initiatives as part of my routine tasks.	.84
While employed at the University, I recommended more efficient environmental conservation methods to my colleagues.	.88
I engage in university-led environmental events with enthusiasm and involvement.	.90
I implemented multiple environmental conservation measures that positively impacted the University's reputation.	.87
I spontaneously give time to help colleagues consider environmental impacts before doing anything.	.91*
I encourage and inspire my colleagues to articulate their opinions on environmental matters.	
Environmental outcomes	
My University actively implements long-term environmental policies, such as incorporating sustainable campus policies into the strategic plan.	.85
My University implemented initiatives to establish an environmental management system.	.87
The university environment promotes energy conservation practices.	.83
An initiative to decrease water usage has been implemented in the university setting.	.85
At my University, eco-friendly practices about recyclable products are categorized based on their respective types, such as paper, glass, and plastic.	.84
At my University, we implement environmentally sustainable practices, particularly regarding minimizing the reliance on private vehicles.	.81
My University has implemented eco-friendly practices, particularly regarding noise reduction for each building. This includes the prohibition of horns.	.82 .80
The University imposes sanctions or fines for failing to comply with environmental conservation regulations.	.88
The university environment implements measures to conserve the biodiversity of living organisms and prevent their extinction.	.77
The University conducts activities promoting environmental awareness, such as community programs.	.94*
The University conducts research projects focused on the environment, such as topics related to environmental ethics and sustainable energy management.	.89

Source: Data processed 2024

**Hypothesis testing.** Hypothesis 1 posits a positive correlation between green stewardship initiatives and environmental outcomes. Studies conducted by Tanova and Bayighomog (2022) substantiate this hypothesis. The study elucidates that GHRM policies facilitate strategic choices for organizations in selecting environmentally conscious individuals to join their workforce. Employee



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behavior towards the environment is one of the criteria for selecting talent. If the employee is elected in the future, addressing environmental and sustainability issues will become more manageable as their goals will be in sync.

Amidst the COVID-19 pandemic, when universities implement online learning (Putra, 2020), there is a belief that this will positively impact how organizations view and approach human resource management (HRM). The University's primary objective is to prioritize environmental issues, specifically in GHRM. These effects are not confined solely to the university setting but also impact the wider community. For example, as the pollution levels in the capital diminish. Furthermore, a study by Hooi et al. (2022) emphasizes the significance of implementing an appropriate environmental strategy and Green Human Resource Management (GHRM) in universities.

Green Human Resource Management (GHRM) will have more significant opportunities in universities prioritizing environmental performance as a critical objective. Implementing GHRM's green values and green culture will further enhance the promotion of environmental sustainability. Therefore, university leaders and lecturers can enhance the implementation of environmentally sustainable systems and practices. This can also be accomplished by aligning the University's eco-friendly mechanisms with the university-wide incentive and reward system, which can effectively mobilize human resources within the institution. This approach ensures that all environmental maintenance efforts are well-directed, resulting in a more sustainable university. Thus, combining environmental strategy and GHRM can result in improved environmental outcomes.

**Table 5.** Hypothesis Testing

Hypothesis	Relationship	T-value	p-value	Conclusion
H1	There is a significant correlation between green stewardship initiatives (synergetic approach between environmental strategy and GHRM) and environmental outcomes	7.663	0.000**	Supported**
H2	There is a significant correlation between OCBE and environmental outcomes	4.553	0.000**	Supported**
H3	OBCE mediates the relationship between green management initiatives and environmental outcomes	-0.207	0.067	Not supported

Source: Data Processed 2024

Hypothesis 2 elucidates the relationship between Organizational Citizenship Behavior towards the Environment (OCBE) and environmental outcomes. This study discovered a direct correlation between Organizational Citizenship Behavior towards the Environment (OCBE) and positive environmental outcomes. This is corroborated by a study conducted by Hameed et al. (2020); it is stated that OCBE is a factor that can enhance environmental performance. In a study by Paillé et al. (2022), Organizational citizenship behavior (OCBE) refers to the voluntary actions of individuals that exceed the formal requirements of the organization and contribute to its sustainability. OCBE demonstrates the willingness of individuals' willingness to collaborate with both the organization itself and other members to promote environmental performance. The study discusses the initiatives employees undertake to demonstrate their voluntary behavior by expressing ideas for resolving environmental issues or taking actions to prevent environmental problems. Additionally, it is stated that employees who exhibit responsible behavior towards the





environment in the workplace, either through direct or indirect voluntary actions, can enhance environmental sustainability, which is advantageous for the organization's ecosystem.

In higher education institutions, lecturers who are encouraged and motivated and work in an environment that prioritizes environmental stewardship are more likely to demonstrate pro-environmental behavior (OCBE). When the level of Organizational Citizenship Behavior for the Environment (OCBE) is high, lecturers will demonstrate increased dedication and involvement in achieving the University's environmental objectives, beginning with the creation of environmental initiatives and extending to the execution of environmental programs. Lecturers entrusted with significant responsibilities, such as making critical decisions, tend to offer feedback that is advantageous to the university environment and aids in attaining the organization's environmental objectives. (Fawehinmi et al., 2020). As an illustration, the team of lecturers demonstrated their intense dedication to preserving the university environment by regularly organizing green talks and inviting environmental experts to contribute to the event.

While hypotheses 1 and 2 are confirmed, hypothesis 3, which examines the role of OCBE as a mediator of green stewardship initiatives and its connection to environmental outcomes, does not provide evidence in favor of OCBE. This can be elucidated by Farooq et al. (2023), who state that adopting green practices at the institutional level is generally limited and has a relatively small impact. However, if institutions establish policies, practices, or campaigns, the scale of impact will be significantly larger. The critical challenge for universities in achieving sustainability is their willingness to embrace environmental stewardship fully. This entails implementing comprehensive policies, strategies, and initiatives that foster the development of environmentally conscious human resources. By doing so, universities can raise awareness and promote environmentally friendly behavior among their academic community. Furthermore, the study highlighted the potential for universities to enhance their environmental performance by selecting environmentally conscious individuals from among their lecturers, referred to as "green champions." Therefore, the lecturer, advocating for environmental sustainability, can encourage ecological practices within the campus environment and assist other lecturers in adopting environmentally friendly behaviors.

## CONCLUSION

Green stewardship initiatives and Organizational Citizenship Behavior towards the Environment (OCBE) negatively correlate with environmental outcomes. Online learning in universities can improve HRM and align environmental goals. Lecturers in higher education institutions with high OCBE levels contribute to achieving university environmental objectives. However, the impact of green practices at the institutional level is limited without comprehensive policies and strategies. Universities can enhance environmental performance by selecting environmentally conscious lecturers as "green champions."

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